International Journal of Education & the Arts

Editors

Margaret Macintyre Latta
University of Nebraska-Lincoln, U.S.A.

Christine Marmé Thompson
Pennsylvania State University, U.S.A.

http://www.ijea.org/ **ISSN 1529-8094**

Volume 12 Number 9 **August 1, 2011**

An Investigation of Early Childhood Teacher Self-Efficacy Beliefs in the Teaching of Arts Education

Susanne Garvis
Donna Pendergast

Griffith University, Australia

Citation: Garvis, S. & Pendergast, D. (2011). An investigation of early childhood teacher self-efficacy beliefs in the teaching of arts education. *International Journal of Education & the Arts*, *12*(9). Retrieved [date] from http://www.ijea.org/v12n9/.

Abstract

The self-efficacy beliefs teachers hold about their ability to teach subjects shapes their competence in teaching. Teacher self-efficacy is defined as teacher beliefs in their ability to perform a teaching task. If teachers have strong teacher self-efficacy in the teaching of arts education, they are more likely to incorporate arts in the classroom. Alternatively, if teachers have weak teacher self-efficacy in the teaching of arts education they are less likely to include aspects of the arts in their curriculum. Little is known about teacher self-efficacy beliefs towards arts education in early childhood education. Since arts education is an important element in the curriculum of any classroom - including all early childhood classrooms - investigation of the beliefs that shape teacher practice is desirable.

In 2010, a survey was distributed using convenience sampling to early childhood teachers throughout Queensland. There were 21 respondents, representing a response rate of 27%. Each completed an adapted version of the Teachers' Sense of Efficacy

Scale for Arts Education. Perceived competence towards each of the five arts strands (dance, drama, media, visual arts and music) were compared to perceived competence in maths and English. The number of hours taught in each of the arts strands was also investigated. Findings suggest all of the respondent early childhood teachers had greater perceived competence for teaching maths and English compared to any of the arts strands. Some early childhood teachers did not engage with some of the arts strands (particularly drama, dance, media) in their daily classrooms. These findings provide glimpses of the current day-to-day running of early childhood classrooms and the role of arts education in the current climate of policy reform and accountability.

Introduction: Arts Education

Early childhood teachers are responsible for the delivery of integrated arts education as part of the core curriculum in the early years. In Australia, Arts Education is a Key Learning Area endorsed initially by the *Hobart Declaration* (Ministerial Council on Education, Employment, Training and Youth Affairs, 1988) and more recently in the *National Education and the Arts Statement* (Ministerial Council on Education, Employment, Training and Youth Affairs, 2005), which acknowledged that arts experiences enhanced all phases of schooling. The arts also appear in phase two of the National Curriculum (Australian Curriculum, Assessment and Reporting Authority, 2010) designed for all Australian students. It is argued that all students, irrespective of their location, socio-economic status or ability should have equal opportunities to participate in arts-rich schooling systems (Ministerial Council on Education, Employment, Training and Youth Affairs, 2005). School-based arts experiences should be diverse, based on models of effective practice, and embedded from the early years through to graduation in order to unlock the creative potential of young people (Ministerial Council on Education, Employment, Training and Youth Affairs, 2005). In order to foster this crucial change in arts education, the Statement acknowledges the necessity to foster the skills and knowledge of teachers to teach arts education. Building on from the *Adelaide Declaration on National Goals for Schooling in the Twenty-First Century* (1999), this statement was designed to foster a culture of creativity and innovation in Australian schools. It acknowledged that an education rich in the creative arts maximises opportunities for learners to engage with innovative thinkers and learners, emphasizing not only creativity and innovation, but also the values of broad cultural understandings and social harmony that the arts can engender. This is similar to UNESCO's *Road Map for Arts Education* (2006), with arts considered a necessity for skill development in the 21st century, allowing nations to develop the human resources necessary to tap their cultural capital. It can therefore be argued that arts education is an essential component of a comprehensive education, requiring highly skilled teachers to achieve quality arts integration (Andrews, 2004).

Early childhood teacher education is also shaped by recent policy documents that shape learning and development in Australia for children aged 0-5 years. *The Early Years Learning Framework* (Department of Education, Employment and Workplace Relations, 2009) is part of the reform agenda for early childhood to ensure delivery of nationally consistent and quality early childhood education across sectors and jurisdictions. The Framework describes the principles, practices and outcomes essential to support young children's learning. Within each state of Australia, early childhood curriculum is different, depending on the age of the child, access to registered teachers prior to formal schooling and current essential learning statements. In the state of Queensland (where this research takes place) there is the *Queensland Kindergarten Learning Guideline* (Queensland Studies Authority, 2009*), Early Years Curriculum Guidelines* (2006), *Year One Learning Statements* (Queensland Studies Authority (2010) and the *Essential Learning Statements* (2007). In all of these documents, the arts are suggested as an important learning area for young children.

Teacher Self-Efficacy

Teacher self-efficacy beliefs about their capacity to deliver arts education shapes their perceived competence in teaching the arts, which in turn impacts on the degree and nature of inclusion of arts in the curriculum. If teachers have strong self-efficacy for arts education they are more likely to include integrated arts in the classroom. Alternatively, if teachers have weak teacher self-efficacy for arts education they are less likely to teach the arts across all five strands. However, little is known about teacher self-efficacy beliefs towards arts education in early childhood education and hence the probability of competence in the delivery of arts education. Given that arts education is a core element in any early childhood classroom, investigation of the beliefs that shape teacher practice is necessary.

Traditionally, teacher efficacy was defined as a 'teacher's beliefs in their ability to affect student performance (Berman & McLaughlin, 1977; Armor et al., 1976), with this definition later expanded to 'the expectation of the teacher of his/her ability to promote desirable results of involvement and learning in students, even those who are conflictive or who lack motivation' (Guskey & Passaro, 1994).These definitions overlook the role of teacher's work and context in efficacy beliefs. Dellinger et al. (2007) assert that the construct of teacher self-efficacy provides a focus on the role played by teacher's beliefs in their ability to perform the wide variety of teaching tasks required in different contexts. They define teacher self-efficacy as "a teacher's individual belief in their capability to perform specific teaching tasks at a specified level of quality in a given specified situation" (Dellinger et al., 2007, p.2). From this perspective, while teacher efficacy focuses on successfully achieving student performances, teacher self-efficacy focuses on successfully achieving a specific task. Dellinger et al.'s (2007) definition is more closely aligned to Bandura's (1997) definition of perceived self

efficacy, creating the construct that self-efficacy beliefs of teaching capabilities create powerful influences on the overall effectiveness of the teacher with students.

The construct of teacher self-efficacy is grounded within self-efficacy theory, emphasising that people can exercise influence over what they do (Bandura, 2006). Self-efficacy is defined as "beliefs in one's capabilities to organise and execute the courses of action required to produce given attainments" (Bandura, 1997, p.3). Self-efficacy theory is one of only a few conceptualisations of human control that describe a distinction between competence and contingency, used as a future oriented judgment. People use efficacy beliefs to guide their lives by being self-organising, proactive, self-regulating and self-reflecting (Bandura, 2006). This means that people may regulate their own behaviour through motivation, thought processes, affective states and actions or changing environmental conditions based around their efficacy beliefs. Perceived self-efficacy provides guidelines for enabling people to exercise some influence over how they live their lives.

Effective functioning requires skills as well as the efficacy belief to use them well (Bandura, 1997). They affect performance both directly and by influencing intentions. Moreover, they are not considered a stable character trait of an individual, but rather an active and learned system of beliefs in context (Bandura, 1997). Self-efficacy beliefs influence thought patterns and emotions that enable actions in which people can pursue goals, rebound from setbacks and exercise some control over events that affect their lives (Bandura, 1997).
It is accepted that confidence, motivation and self-knowledge inform a teacher's self-efficacy beliefs system. These beliefs operate as a key factor in a generative system of human competence (Bandura, 1997), leading to the assumption that they are powerful influences on the overall teachers' effectiveness with students: The higher the sense of self-efficacy, the greater the perseverance and the higher the chance that the pursued activity will be performed successfully. Moreover, teachers' beliefs in their efficacy "affect their general orientation toward the educational process as well as their specific instructional activities" (Bandura, 1997, p.241). Teachers who do not expect to be successful with certain students are less likely to put forth effort into planning and teaching, even if they know of strategies that could help students.

Self-efficacy theory is constructed within Bandura's social cognitive theory (1986), based on several assumptions that concern the reciprocal nature of influence among personal, behavioural and environmental factors, the relationship of learning to motivation and the enactive and vicarious courses of behavioural change. This process is described by Bandura (1986, p.18) as the framework of triadic reciprocality where:

> In the social cognitive view people are neither driven by inner forces nor automatically shaped and controlled by external stimuli. Rather, human functioning is explained in terms of a model of triadic reciprocality in which behavior, cognitive and personal factors and environmental events all operate as interacting determinants of each other.

In this transactional view of self and society, the three events influence one another bi-directionally. The relationship between individuals and their social environment is seen as reciprocally deterministic, not independent (Bandura, 1986). However, reciprocity does not mean that the three sets of interacting determinants are of equal strength, but rather they vary for different activities and different circumstances (Bandura, 1997). As such, causal factors need time to exert their influence. Due to this time lag, if it possible to develop an understanding of how different segments of reciprocal causation operate (Bandura, 1997).
An understanding of the significance of Bandura's (1986) social cognitive theory in understanding socio-structural theories and psychological theories is important, especially within the realms of teacher behaviour. Socio-structural and psychological theories are often viewed as rival conceptions of human behaviour, representing different levels of causation. Bandura (1997) suggests such a view is dualistic, where human behavior cannot be understood in terms of social structural factors of psychological factors. Rather a complete understanding is necessary that focuses on an integrated causual perspective where social influences operate through self-processes that produce actions. Thus, individuals through exercising self-influence are partially contributing to what they do. Social cognitive theory treats socio-structural and personal determinants as interacting co-factors within a unified casual structure.

Teacher self-efficacy forms within the beginning years of teaching and according to theory, once developed, is resistant to change (Bandura, 1997). During this beginning phase, teachers create their own self-knowledge through their efficacy beliefs as they reflect on teaching arts. Subsequently, efficacy beliefs determine how environmental opportunities and impediments are perceived (Bandura, 2006a). Teachers therefore set goals, anticipate outcomes and monitor their actions as they reflect on their personal efficacy when teaching the arts.
Teacher self-efficacy is considered situation specific (Bandura, 1997). Some researchers have attempted to explore particular curriculum areas to define the context by modifying the Gibson and Dembo instrument for self-efficacy. Curriculum areas explored include science teacher self-efficacy (Riggs and Enochs, 1990), classroom management (Emmer & Hickman, 1990) and nutrition (Brenowitz & Tuttle, 2003).

Teacher self-efficacy research in individual subject domains influences teacher behaviour in the classroom. Research suggests that in science teacher self-efficacy, beginning teachers who

felt lacking in content knowledge tended to avoid teaching topics they did not know well for fear they would be asked questions by their students they could not answer (Rice & Roychoudhury, 2003; Tosun, 2000). Furthermore, pre-service teachers lacking in confidence in the teaching of science deemphasized or avoided teaching science, or taught using transmissive as opposed to inquiry methods (Plourde, 2002). These findings highlight the low level of pedagogical variety used by the teacher if low self-efficacy for that teaching area exists.

Few studies in Australia have investigated the impact of teacher self-efficacy on the overall effectiveness of the teacher with arts education. For generalist primary teachers, Garvis and Pendergast (2010) found that in a study of 201 beginning teachers, self-efficacy for arts subjects was lower compared to maths and English. Garvis (2010) has also found that generalist middle years teachers who do not feel confident or capable of teaching arts education had low levels of teacher self-efficacy for the arts. Rather, generalist middle years teachers would generally prefer a specialist teacher to undertake the role. Teachers in this study also had difficulty defining the nature and purpose of arts education. As yet, limited research has been conducted exploring early childhood teacher self-efficacy for arts education.

The Study

Based on the theory and research presented, the purpose of this study was to investigate perceived levels of early childhood teachers' self-efficacy in the teaching of arts education (dance, drama, music, visual arts and media) compared to the teaching of English and Maths. The focus of the study was to provide a level of measurement of teacher self-efficacy to determine if current beliefs for arts education were strong or weak. Current levels of teacher self-efficacy would help determine teacher effectiveness in the classroom with each of the subjects measured. This study also collected data about the number of hours each of the arts strands was taught on a weekly basis to identify relationships between self-efficacy and education delivery.

Methods: Respondents

Twenty-one early childhood teachers completed an adapted version of the *Teachers' Sense of Efficacy Scale* (Tschannen-Moran & Woolfolk Hoy, 2001). All respondents were female and located throughout Queensland, Australia. Respondents were aged between 21 and 45+ years. Ethical approval was gained for this project with all considerations followed. Convenient sampling was used to select participants. Respondents were contacted via advertisement of the project through professional teacher organisations (3 early childhood organisations were contacted) and also emailing school administration/s across Queensland. Out of 78 emails

sent, 21 teachers returned responses, producing a response rate of 27%. This convenience sampling method does not purport to produce findings that are generalisable across the entire population. However, it does provide an insight into a sample of early childhood educators that will be useful in developing further research in this area.

Instrument

The survey was adapted to the context of arts education within the Queensland curriculum that has five strands: dance, drama, media, music and visual arts, as well as English and maths to allow comparison. Participants were asked to rank their teacher self-efficacy on a nine point Likert scale where 1 = nothing and 9 = great deal. Sample items include the following:

When teaching dance:

- *To what extent can you provide an alternative explanation or example of the arts when students are confused?*
- *How well can you implement alternative arts strategies in your classroom?*
- *How much can you do to manage disruptive behaviour in the classroom?*
- *How well can you keep a few problem students from ruining an entire arts lesson?*
- *How much can you do to motivate students who show low interest in the arts?*
- *How much can you do to help your student's value learning in the arts?*

The survey also included information about early childhood teachers time given to the teaching of the arts and current perceived content knowledge of each of the arts compared to maths and English. These were included to provide a greater understanding of current teacher practice and perceived content knowledge about subject areas. Content knowledge appears to be an important contributor to science teacher self-efficacy (Rice and Roychoudhury, 2003; Tosun, 2000). This study was intended to look at content knowledge in arts education.

The full teacher self-efficacy scale has been reported with reliabilities of 0.92 to 0.95 (Woolfolk Hoy, Hoy & Kurz, 2008). In this study, reliability was reported at 0.86, which is acceptable for the purposes of reporting this as a valid study. However, due to the limited sample size, it was impossible to conduct correlational and multiple regression analysis.

Findings

Demographics

Respondents were located in city (43%), suburban (47%) and rural (10%) settings. The range of teaching experience was from 2 years to 37 years as an early childhood teacher. Respondents taught in pre-preparatory (5%), preparatory (33%), Year 1 (33%), Years 2

(14.5%) and Year 3 (14.5%). They also held various qualifications that enabled them to become registered early childhood teachers. Qualifications included a Bachelor of Education (Primary) (61%), Graduate Diploma (Primary) (14%), Bachelor of Education (Early Childhood) (10%), Graduate Diploma of Early Childhood (10%) and a Diploma of Teaching in Early Childhood (5%).

Weekly Hours for Arts Education

Respondents were asked to rank the number of hours children were exposed to the arts each week. Findings suggest that a large proportion of children in early childhood classrooms had no exposure to dance (95%), drama (90%) and media (85%) (refer to Table 1). Music appeared the most taught strand of the arts, followed by visual arts.

Table 1: Arts exposure per week

Arts	**0 hours**		**1 hours**		**2-3 hours**		**4-5 hours**		**More than 5 hours**	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Music			14	66	4	20	3	14		
Dance	20	95	1	5						
Drama	19	90	2	10						
Media	18	85	2	10			1	5		
VA	9	42	6	28	1	5	4	20	1	5

Content Knowledge

Respondents also ranked their perceived current levels of content knowledge for each of the arts areas, maths and English. Participants were asked to rank current content knowledge on a five point scale; VL (very low), L (low), M (medium), H (high), and VH (very high). The respondents reported that they had stronger content knowledge for English and maths compared to the arts strands. Forty-eight percent of respondents ranked their music content knowledge as very low, 61% ranked their dance content knowledge as very low, 52% ranked their drama content knowledge as very low, 67% ranked their media content knowledge as very low and 48% of respondents ranked their visual arts content knowledge as very low. This is shown in Table 2.

Table 2: Content knowledge for subjects

Subject	VL		L		M		H		VH	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Music	10	48	4	19	3	14	1	5	3	14
Dance	13	61	4	19	2	10	1	5	1	5
Drama	11	52	6	28	2	10	2	10		
Media	14	67	3	14	3	14	1	5		
VA	10	48	3	14	5	24	3	14		
English	1	5			1	5	11	52	8	38
Maths	1	5			1	5	11	52	8	38

Teacher Self-efficacy

Respondents also rated their overall teacher self-efficacy for each of the different subjects on a 9 point Likert scale. Results are presented in Figure 1. English (6.81) and maths (6.81) produced the highest mean for teacher self-efficacy, followed by a large gap to visual arts (4.86), music (4.39), dance (4.21) and drama (4.19). Media (3.98) had the lowest mean for teacher self-efficacy.

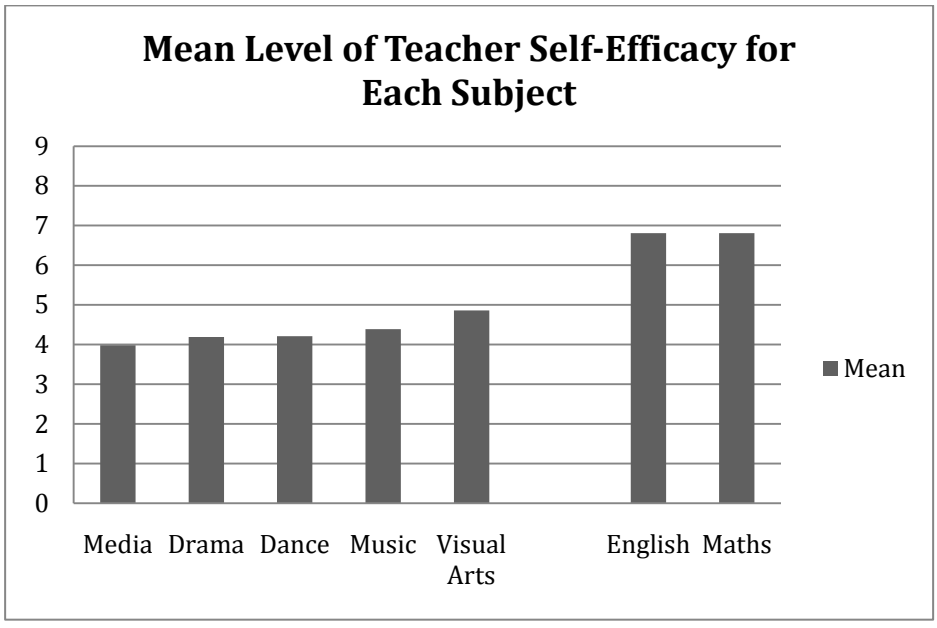


Figure 1: Mean level of teacher self-efficacy for each subject.

Discussion

This study sheds light on early childhood teacher self-efficacy in the five strands of the arts, along with maths and English. Self-efficacy is known to have considerable impact on teacher effectiveness. If early childhood teachers have stronger teacher self-efficacy for a subject they are more likely to be motivated to teach that subject and persist with students in that subject. Strong teacher self-efficacy has also been consistently related to teacher behaviour, student attitudes and student achievement.

Although this study is relatively small in scale, it has revealed a consistent pattern of responses. This study has shown that the overall mean for teacher self-efficacy for each of the arts strands was lower than teacher self-efficacy for both English and maths. Within the arts strands, early childhood teachers also had a higher self-efficacy score for teaching visual arts, followed by music, compared to the remaining strands, with media scoring the lowest on the self-efficacy scale. The study also revealed that not all of the five strands are incorporated in the regular weekly teaching of the arts, with music and visual arts the most likely to be included. Dance was the least included of the strands. It is interesting to note that the two strands included in the curriculum on a weekly basis the most often also had the highest self-efficacy scores.

Content knowledge for each of the arts strands appeared low compared to content knowledge for English and maths. Content knowledge is an important source of teacher self-efficacy. If teachers have stronger content knowledge in subject areas, they are more likely to engage in teaching the subject in the classroom. In this study, nearly half of all participants concluded their content knowledge was very low for each of the arts strands.

The majority of the early childhood teachers in this study were beyond the early phase of teaching (first three years of teaching). If, as the literature tells us, teacher self-efficacy beliefs are shaped during the beginning phase of teaching and resistant to change thereafter, the participant's teacher self-efficacy for each of the subject domains will only vary slightly. In theory, the respondents in this study will have the same teacher self-efficacy beliefs for each of the subject domains for the rest of their teaching career unless they encounter a shock in their belief system.

Bandura (1977) suggested it was fruitful for teachers to slightly overestimate their actual teaching skills as their motivation to expend effort and to persist in the face of setbacks will help them to make the most of the skills and capabilities they do possess. For English and maths, this suggests that the participants in this study may expend greater persistence for these particular subjects in the face of possible setbacks.

The standards teachers hold for what constitutes good teaching also influences teacher self-efficacy (Bandura, 1977; Tschannen-Moran et al, 1988). From this study it could be deduced that early childhood teachers considered English and maths to be more important for constituting 'good teaching' compared to the arts. Teaching beliefs of good teaching may also influence the number of hours given to teaching a particular subject during the week. While this study did not test this relationship statistically, it can be predicted that if teachers had lower beliefs about the importance of the arts in the classroom, they would spend less time teaching the arts.

A major limitation impacting on the findings is the self-reporting style of data collection, which is fundamental to the survey style employed in this study. Actual observations of the early childhood teachers, as well as qualitative data in the forms of interviews and field notes has the potential to enrich the understanding of the early childhood teachers. Self-selection is another possible limitation of the results for this study. It is possible that the early childhood teachers who volunteered for involvement in the study were more efficacious than their peers for some subjects. Nevertheless, this study provides a rare insight into the personal self-efficacy beliefs of early childhood teachers.

Implications. This study begins to highlight the importance of understanding teacher self-efficacy for subjects domains in the early years classroom. In the early years classroom, all subjects are supposed to be given equal positions and suitable time allocations and considered key learning areas (see Melbourne Declaration, 2008). If teachers have greater self-perceived competence towards certain subjects, they are more likely to expend motivation and time in teaching that content area. A hierarchy of subjects may exist based on the teacher beliefs of what constitutes 'good teaching'. As teachers typically work in isolation from other adults in the classroom, there is little opportunity for beliefs to be critiqued and reviewed by other adults.

This study also raises questions about the learning of the arts in teacher education and current professional development opportunities. For teachers to have strong teacher self-efficacy for the teaching of the arts, they must have positive sources to inform beliefs during teacher education. The support of positive beliefs should continue into the teaching profession with ongoing professional development. Greater focus is necessary on teacher education and professional development.

This study also highlights the importance to establish the ways teacher self-efficacy for the arts can be augmented and supported throughout a teacher's career. This might include a greater focus on in-service professional development that spans beyond a day. While teacher beliefs may be resistant to change once developed, a shock would create a re-evaluation of

perceived capability in the arts. Such reality shocks are achieved by sustained engagement and reflection on the importance of the arts for children. Thus, change in perceived capability about the arts requires time for early childhood teachers to develop the knowledge and skills in each of the arts domains. Greater focus on the arts is also needed in teacher preparation to ensure beginning teachers exit teacher education with the necessary arts knowledge and skills. It is important that arts knowledge and skill is supported and developed beyond teacher education, throughout a teacher's careers.

The results in this small study invite further exploration into the antecedents of confirmatory and disconfirming beliefs of early childhood teachers' self-efficacy for arts education. More research into early childhood teacher self-efficacy in different contexts and subject domains would be of great value as we learn how to better train and facilitate teachers for their complex teaching tasks.

Greater longitudinal designs are necessary that allow researchers to observe periods of stability and flux of teachers' self-efficacy beliefs during teacher training and the beginning phase of teaching to see how beliefs are shaped. Some of these studies are starting to appear (Tschannen-Moran & Woolfolk Hoy, 2007), but from a more generalised perspective of the teaching context. Greater research is also needed into self-efficacy beliefs at different career stages (including mid and experienced stages within teaching) within subject domains, especially the arts.

Teacher self-efficacy beliefs are an important motivational construct for teacher behaviour in the classroom. It is a small idea with big impact on teacher practice. If we are wanting to increase teacher effectiveness in individual subject domains to provide holistic development for children, we need to know more about teacher self-efficacy beliefs and how they are formed. We need to focus on why some subjects such as the arts are lower, and how teachers can be supported to be more effective in the teaching of the arts in the early years.

References

Andrews, B. W. (2004). Curriculum Renewel Through Policy Development in Arts Education. *Research Studies in Music Education, 23*, 76-93.

Australian, Curriculum, Assessment and Reporting Authority (2010). *The Arts.* Retrieved February 11, 2011 from http://www.acara.edu.au/arts.html

Australian Government Department of Education, Employment and Workplace Relations. (2009). *Belonging, Being and Becoming- The Early Years Learning Framework for Australia.* Canberra: Australian Government Department of Education, Employment and Workplace.

Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioural change. *Psychological Review, 84,* 191-215.

Bandura, A. (1986). *Social foundation of thought and action: A Social cognitive theory.* Englewood Cliffs, NJ: Prentice-Hall.

Bandura, A. (1997). *Self-efficacy: The exercise of control.* New York: W.H. Freeman.

Bandura, A. (2006). Adolescent development from an agentic perspective. In F. Pajares & T. Urdan (Eds.), *Self-efficacy beliefs of Adolescents* (pp. 1- 44). Connecticut: Information Age Publishing.

Berman, P., & McLaughlin, M. W. (1977). *Federal programs supporting educational change,Vol III: Factos affecting implementation and Continuation (Report No. R-1589/7 HEW).* Santa Monica, CA: Rand Corporation.

Brenowitz, N., & Tuttle, C. R. (2003). Development and testing of a nutrition-teaching self efficacy scale for elementary school teachers. *Journal of Nutrition, Education and Behaviour, 35*(6) 308–11.

Dellinger, A. B., Bobbett, J. J., Olivier, D.F., & Ellett, C.D. (2007). Measuring teachers' self efficacy beliefs: Development and the use of the TEBS-Self. *Teaching and Teacher Education,* Retrieved October, 4, 2007 from http://www.sciencedirect.com

Emmer, E., & Hickman, J. (1990). *Teacher decision making as a function of efficacy, attribution and reasoned action.* Paper presented at the Annual Meeting of the American Educational Research Association, Boston.

Garvis, S. (2010). *An investigation of beginning teacher self-efficacy for the arts in the middle years of schooling (years 4-9). PhD Thesis.* School of Music: University of Queensland.

Garvis, S., & Pendergast, D. (2010). Supporting novice teachers of the arts. *International Journal of Education and the Arts, 11*(8). Retrieved February 11, 2011 from http://www.ijea.org/v11n8

Guskey, T. R., & Passaro, P. D. (1994). Teacher efficacy: A study of construct dimensions.*American Educational Research Journal, 31*(3), 627-643. Ministerial Council on Education, Employment, Training and Youth Affairs. (1988). *Hobart Declaration on Schooling.* Retrieved on October 3, 2007 from www.mceetya.edu.au/hobdec.htm

Ministerial Council on Education, Employment, Training and Youth Affairs. (1999). *Adelaide Declaration on Schooling*. Retrieved on October 3, 2007 from http://www.mceetya.edu.au/adeldec.htm

Ministerial Council on Education, Employment, Training and Youth Affairs. (2005). *National Education and the Arts Statement.* Retrieved on January 27, 2007 from http://www.curriculum.edu.au/mceetya/national_education_and_the_arts_statement,2981.html

Queensland Studies Authority. (2006). *Early Years Curriculum Guidelines*. Brisbane: Queensland Government.

Queensland Studies Authority. (2007). *Essential Learning Statements*. Brisbane: Queensland Government.

Queensland Studies Authority. (2009). *Queensland Kindergarten Learning Guideline*. Brisbane: Queensland Government.

Queensland Studies Authority. (2010). *Year One Learning Statements.* Brisbane: Queensland Government.

Plourde, L.A. (2002). The influence of student teaching on preservice elementary teachers' science self-efficacy and outcome expectancy beliefs. *Journal of Instructional Psychology, 29,* 245-253.

Rice, D. C., & Roychoudhury, A. (2003). Preparing more confident preservice elementary science teachers: One elementary science methods teacher's self-study. *Journal of Science Teacher Education, 14*(2), 97–126.

Riggs, I., & Enochs, L. (1990). Toward the development of an elementary teacher's science teaching efficacy belief instrument. *Science Education, 74,* 625- 638.

Tosun, T. (2000). The beliefs of pre-service elementary teachers toward science and science teaching. *School Science and Mathematics, 100,* 374-379.

Tschannen-Moran, M., & Woolfolk Hoy, A.W. (2001). Teacher efficacy: Capturing an elusive construct. *Teaching and Teacher Education, 17*(7), 783-805.

Tschannen-Moran, M., & Woolfolk Hoy, A. (2007). The differential antecedents of self-efficacy beliefs of novice and experienced teachers. *Teaching and Teacher Education, 23,* 944-956.

Tschannen-Moran, M., Woolfolk Hoy, A., & Hoy, W. K. (1998). Teacher efficacy: its meaning and measure. *Review of Educational Research, 68,* 202-248.

UNESCO. (2006). Road Map for Arts Education World Conference on Arts Education: Building Creative Capacities for the 21st Century. Lisbon, Portugal, 6-9 March, 2006.Retrieved November, 2, 2007 from http://portal.unesco.org/culture/es/ev.phpURL_ID=30335_DO-DO_TOPIC&URL_SECTION=2a.html

Woolfolk Hoy, A., Hoy, W. K., & Kurz, N. M. (2008). Teacher's academic optimism: The development and test of a new construct. *Teaching and Teacher Education, 24*, 821-835.

Zellman, G. (1976). *Analysis of the school preferred reading programs in selected Los Angeles minority schools.* Santa Monica, CA: RAND.

About the Authors

Dr. Susanne Garvis has worked in the areas of music and arts education before joining Griffith University. She currently teaches in the early childhood program. Susanne's research interests include teacher self-efficacy, the Arts and the use of narrative inquiry. Susanne recently completed her PhD investigating beginning teacher self-efficacy for the teaching of arts education.

Professor Donna Pendergast has conducted a number of national research projects of significance including "Beyond the Middle," which investigated literacy and numeracy in middle schooling; and "Lifelong Learning and Middle Schooling." She has completed an evaluation of the Education Queensland Virtual Schooling Service and is often employed as a consultant to review school reform initiatives. Donna is highly sought after as a speaker on the topic of the MilGen and teaching, and has completed several intergenerational studies in content areas.

International Journal of Education & the Arts

Editors

Margaret Macintyre Latta
University of Nebraska-Lincoln, U.S.A.

Christine Marmé Thompson
Pennsylvania State University, U.S.A.

Managing Editors

Alex Ruthmann
University of Massachusetts Lowell, U.S.A.

Matthew Thibeault
University of Illinois at Urbana-Champaign, U.S.A.

Associate Editors

Jolyn Blank
University of South Florida, U.S.A.

Chee Hoo Lum
Nanyang Technological University, Singapore

Marissa McClure
University of Arizona, U.S.A.

Editorial Board

Peter F. Abbs	**University of Sussex, U.K.**
Norman Denzin	**University of Illinois at Urbana-Champaign, U.S.A.**
Kieran Egan	**Simon Fraser University, Canada**
Elliot Eisner	**Stanford University, U.S.A.**
Magne Espeland	**Stord/Haugesund University College, Norway**
Rita Irwin	**University of British Columbia, Canada**
Gary McPherson	**University of Melbourne, Australia**
Julian Sefton-Green	**University of South Australia, Australia**
Robert E. Stake	**University of Illinois at Urbana-Champaign, U.S.A.**
Susan Stinson	**University of North Carolina—Greensboro , U.S.A.**
Graeme Sullivan	**Teachers College, Columbia University, U.S.A.**
Elizabeth (Beau) Valence	**Indiana University, Bloomington, U.S.A.**
Peter Webster	**Northwestern University, U.S.A.**